

March 2010

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ready at five



what the 2009-2010 school readiness data
mean for Montgomery County's children

About the MMSR

Maryland Model for School Readiness, 2009-2010



- The **Maryland Model for School Readiness** (MMSR) is a kindergarten assessment that evaluates what each child knows and is able to do in the seven Domains of Learning:
 - Language & Literacy
 - Mathematical Thinking
 - Physical Development
 - Scientific Thinking
 - Social & Personal Development
 - Social Studies
 - The Arts
- Children are identified as:
 - **Fully Ready:** Consistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
 - **Approaching Readiness:** Inconsistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires targeted instructional support in specific areas.
 - **Developing Readiness:** Student does not demonstrate the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires considerable instructional support in several areas.

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About the MMSR

Maryland Model for School Readiness, 2009-2010



- The Maryland State Department of Education (MSDE) annually releases both statewide and jurisdictional MMSR data.
- MMSR data:
 - **Influence** classroom instruction
 - **Guide** professional development
 - **Promote** better communication between school staff and families
 - **Increase** collaboration and coordination among early care and education programs
 - **Support** the alignment of early care and education and public school systems

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Statewide Quick Take

Maryland Model for School Readiness, 2009-2010



•Key Trends in Maryland

- 78% of kindergartners are fully ready, up 29 points from 2001-2002.
- Kindergartners made significant gains in the cognitive Domains of Learning, which are essential to and predictive of children's long-term academic achievement (a 31-point increase from 2001-2002 in Language and Literacy, a 32-point improvement in Mathematical Thinking, and a 39-point jump in Scientific Thinking).
- MMSR data reveal four key skills that closely correlate with children's overall school readiness: 1) the ability to attentively listen, 2) the ability to comprehend and respond, 3) the ability to solve problems, and 4) the ability to identify, describe, and compare different entities and objects.
- High-quality interventions, such as Pre-K, Judy Centers, and Head Start Centers, help close the school readiness gaps affecting English Language Learners, children with special needs, and children from low-income households.
- 18 of 24 jurisdictions in Maryland made one-year gains.
- 12 jurisdictions have full school readiness levels above 82%. Of these jurisdictions with the highest school readiness results, 8 also have MSA scores greater than the statewide average in third-grade reading and math.

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Montgomery County Demographics

Maryland Model for School Readiness, 2009-2010



Census Data		School Enrollment	
<i>US Census 2000</i>		<i>School Year 2009/10</i>	
Estimated Children Age 4	12,751	Kindergarten Students	10,660
Children <5 (age 0-4)	63,753		
		Kindergarten Ethnicity	
		African American	21.2%
		American Indian	0.4%
		Asian	16.5%
		Hispanic	25.2%
		White	36.7%
Prior Care Enrollment <i>(School Year 2008/09)</i>		Kindergartners Receiving Services	
Child Care Center	13.4%	English Language Learners	30.1%
Family Child Care	3.1%	Free/Reduced Priced Meals	37.4%
Head Start	7.6%	Special Education	7.7%
Home/Informal	16.3%		
Non-Public Nursery	15.3%		
Pre-Kindergarten (PreK)	42.7%		
Full-Day Program	10.1%		
Half-Day Program	89.9%		
		PreK Students	3,156
		Full-Day Program	21.0%
		Half-Day Program	79.0%

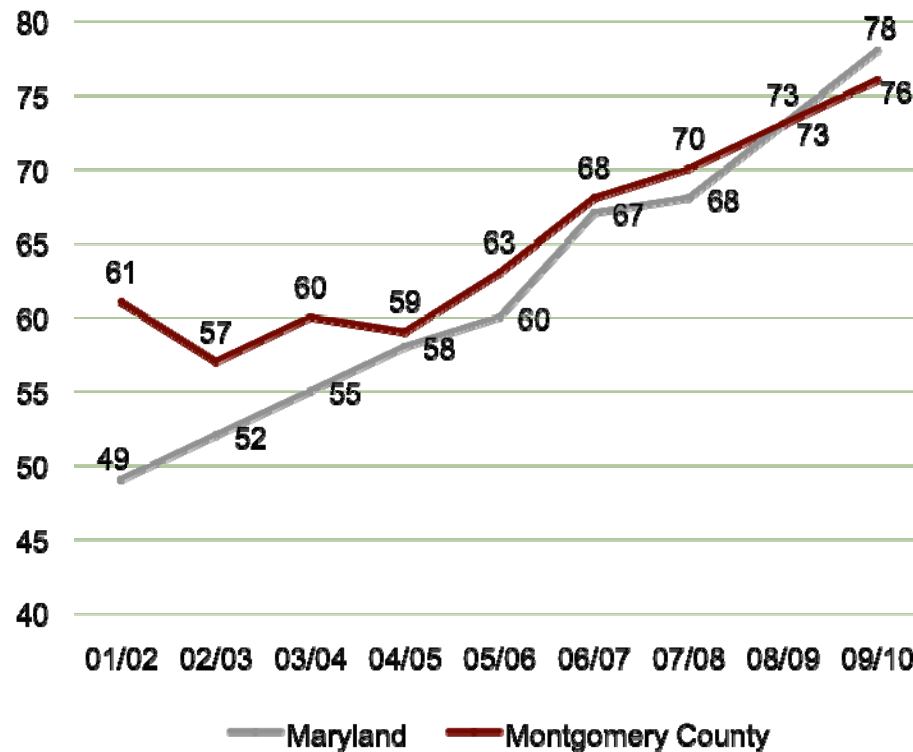
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Significant Gains in Readiness

Maryland Model for School Readiness, 2009-2010



Full School Readiness Maryland and Montgomery County



Remarkable Progress

- 76% of Montgomery County's kindergarten students are fully ready for school, up from 73% in 2008-2009.
- The County is within 2 points of the statewide full readiness level, currently at 78%.

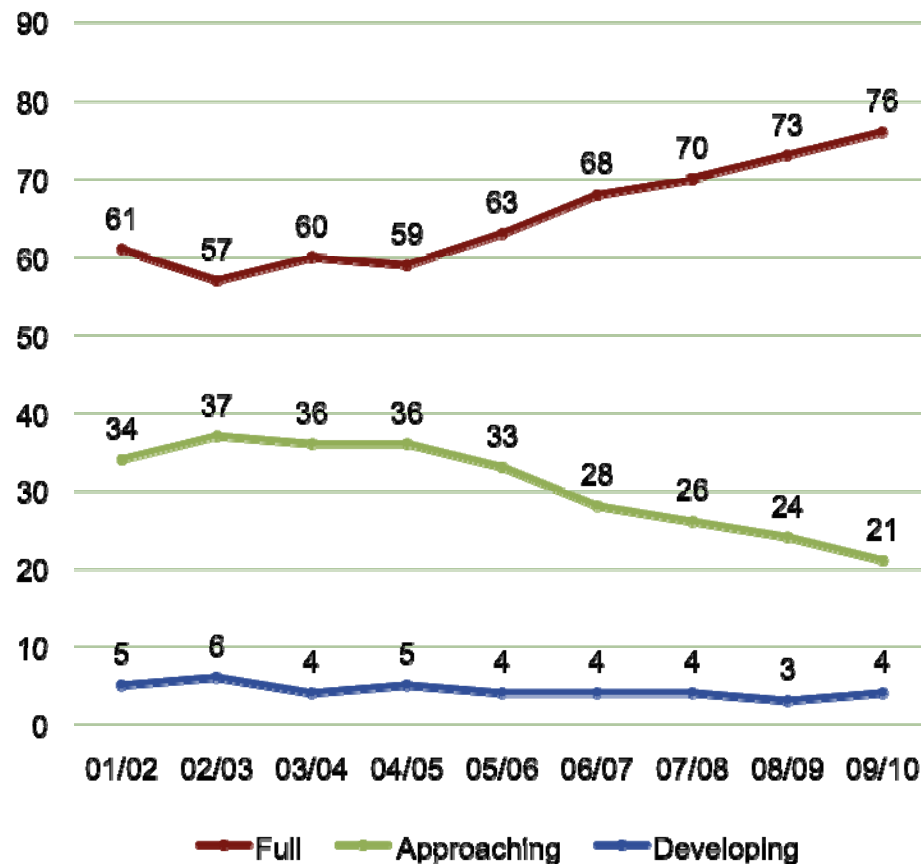
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More Children Fully Ready

Maryland Model for School Readiness, 2009-2010



Montgomery County School Readiness*



May not total 100% due to rounding.

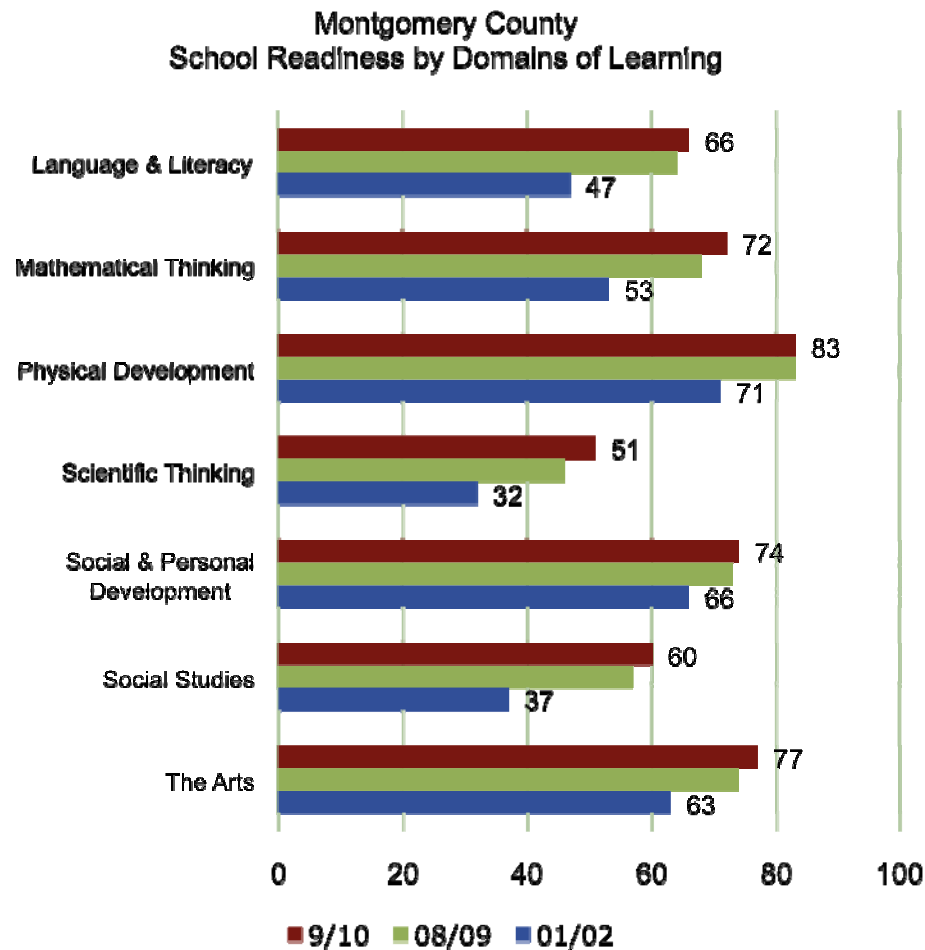
Ahead of the Curve

- With a 15-point increase in full readiness in the past nine years, Montgomery County is ahead of statistical projections and has made better than average progress.
- The County continues to experience rapid declines in the number of students requiring targeted or considerable support—only 25% (about 2,500 students) in 2009-2010.

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Improvements Across All Domains

Maryland Model for School Readiness, 2009-2010



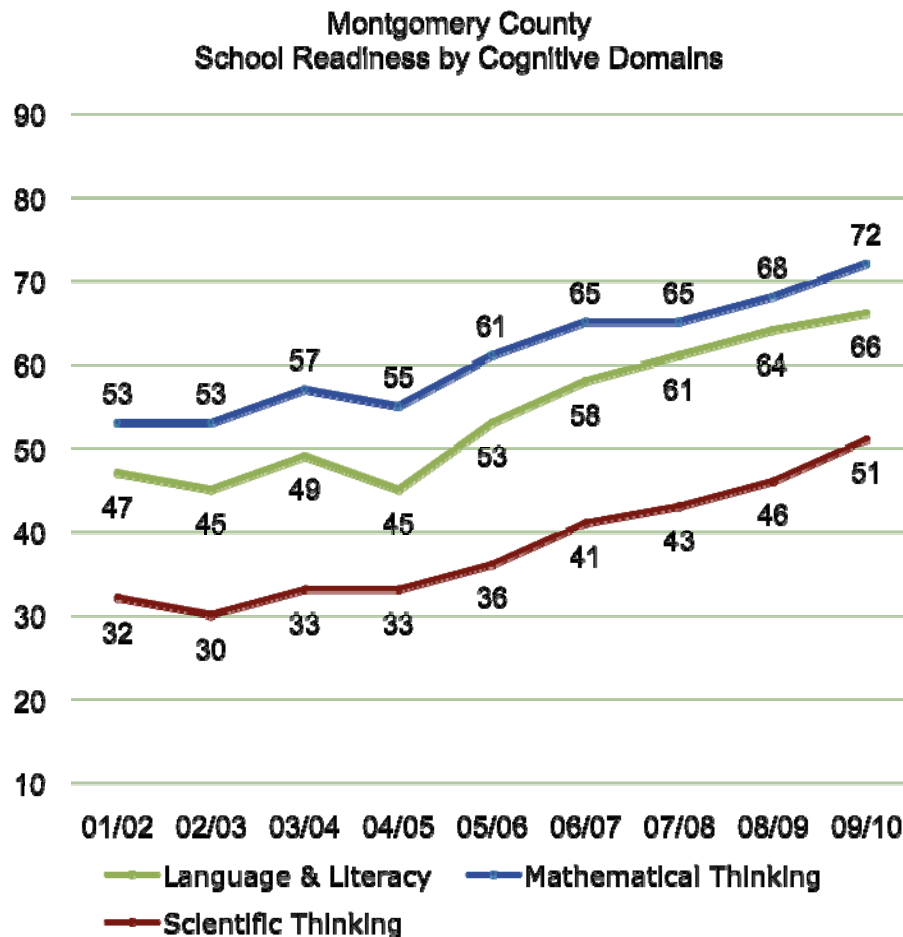
Tremendous Progress

- Kindergartners showed major improvements in all Domains of Learning.
- The highest nine-year gain is in the area of:
 - Social Studies (up 23 points)
- Kindergartners demonstrate strongest readiness in the areas of:
 - Physical Development (83% fully ready)
 - The Arts (77%)

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Improvements in Cognitive Domains

Maryland Model for School Readiness, 2009-2010



Good News

- Higher than average gains in cognitive Domains:
 - **Language and Literacy:** 66% fully ready in 2009-2010, a 19-point increase from 2001-2002
 - **Mathematical Thinking:** 72% fully ready, a 19-point jump
 - **Scientific Thinking:** 51% fully ready, a 19-point improvement

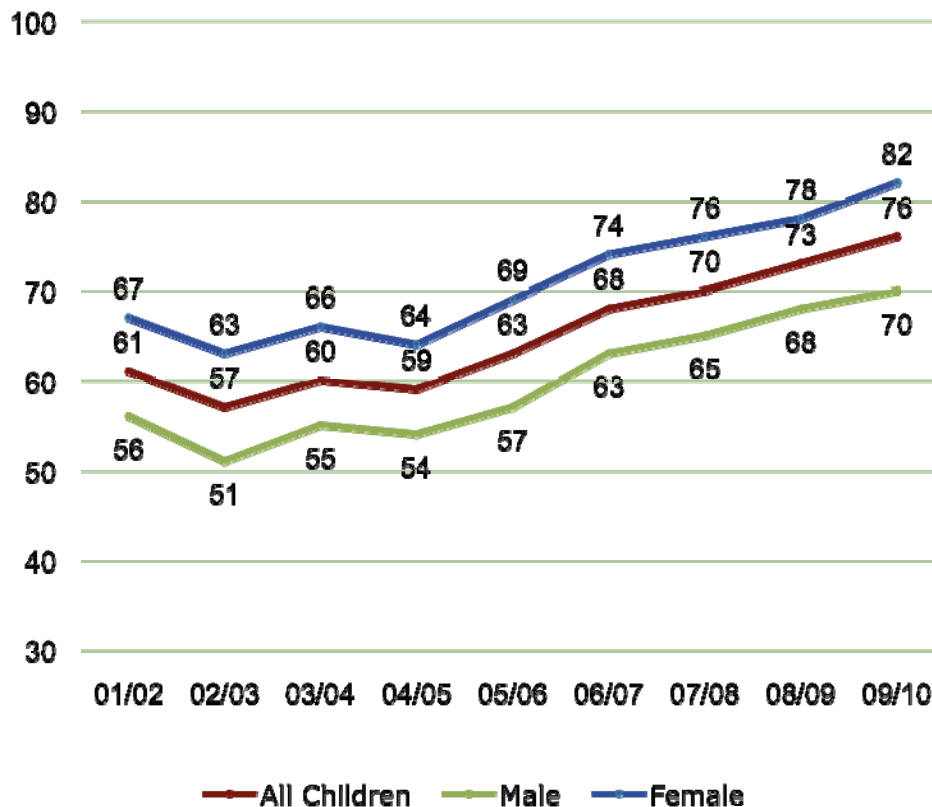
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Strong Progress for Both Genders

Maryland Model for School Readiness, 2009-2010



Montgomery County
School Readiness by Gender



Notable Increases

- In the past 9 years, males (14-point improvements) and females (15-point improvements) made significant gains.
- While fewer males (70%) are fully ready for school, they are within 6 points of the County average (76%).

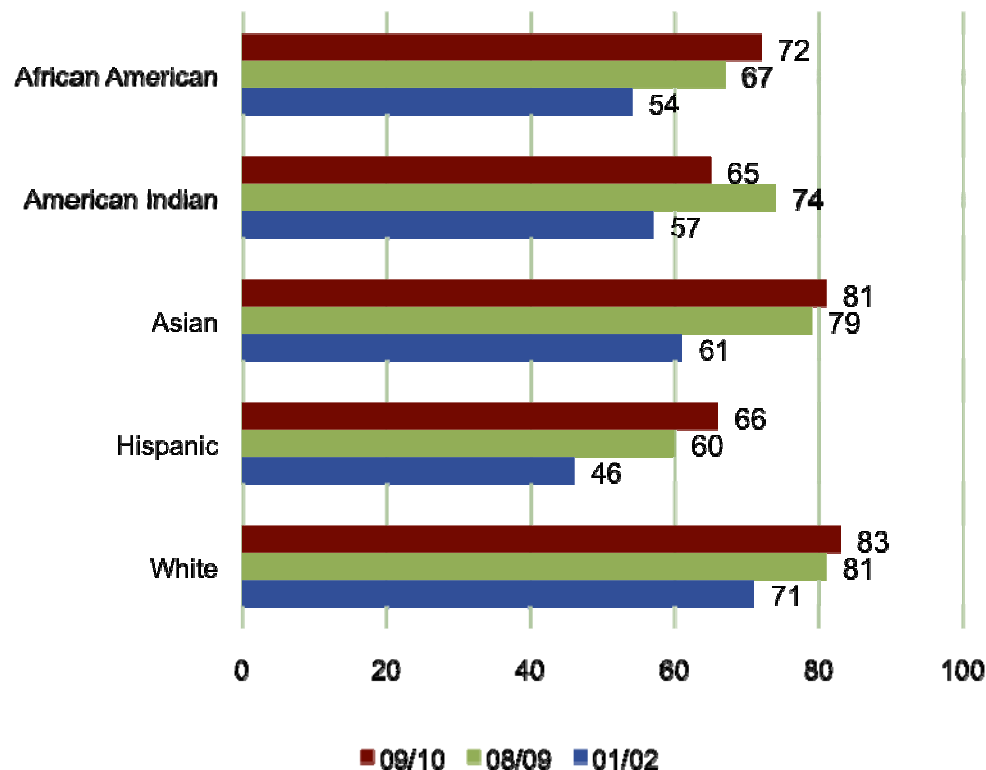
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Improvements for all Ethnicities

Maryland Model for School Readiness, 2009-2010



Montgomery County
School Readiness by Ethnicity



Significant Advances by African-American Children

- 72% of African-American kindergartners are fully school-ready, up from 54% in 2001-2002.
- Gains reduced the disparity between African-American and white children from 17 points in 2001-2002 to 11 points in 2009-2010.

Increases for Hispanic Children

- Hispanic kindergartners increased their school readiness to 66% in 2009-2010. The 20-point gain from 2001-2002 reduced the gap between Hispanic and white children to 17 points.

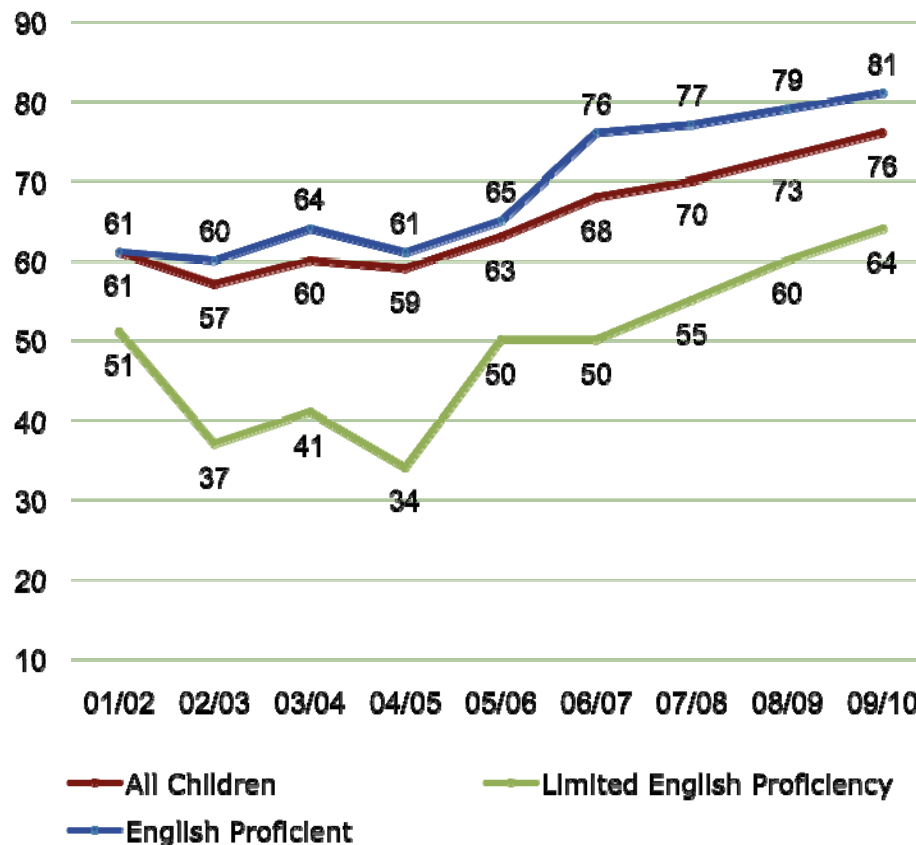
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Strong Progress for English Language Learners

Maryland Model for School Readiness, 2009-2010



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School Readiness by English Proficiency



Great Strides

- 64% of English Language Learners (ELL)—children whose first language is one other than English—are fully ready for school, up from 51% in 2001-2002.
- While growth has occurred, the gap between ELL and English proficient children widened (a 10-point difference in 2001-2002 rose to a 17-point difference in 2009-2010).

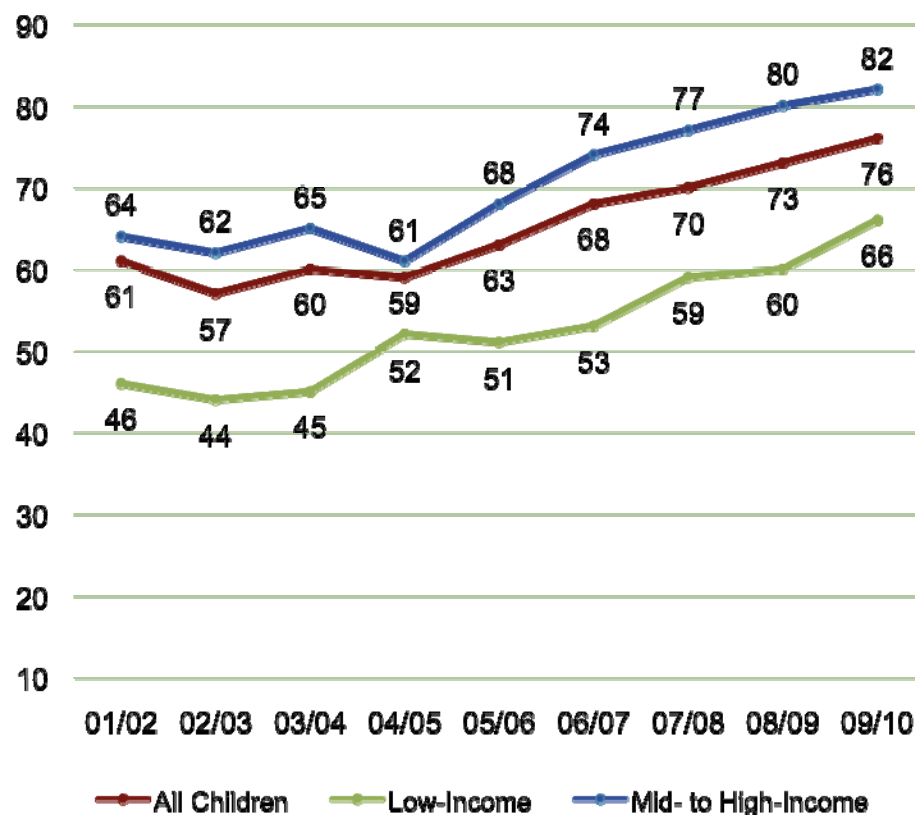
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Significant Gains for Children from Low-Income Households

Maryland Model for School Readiness, 2009-2010



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School Readiness by Income



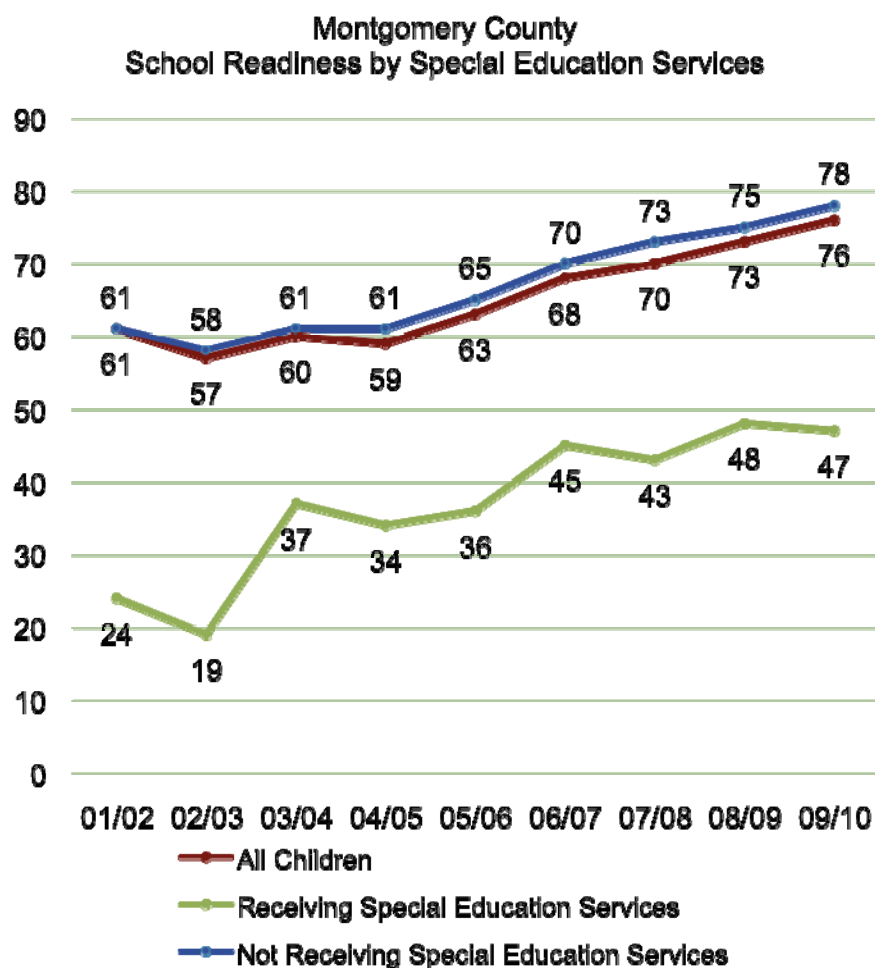
Achievement Gap Closes

- 66% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully ready for school, up from 46% in 2001-2002.
- The 20-point, nine-year increase reduced the disparity between children from low-income households and children from mid- to high-income households to 16 points in 2009-2010.

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Children Receiving Special Education Services Continue to Improve

Maryland Model for School Readiness, 2009-2010



Achievement Gap Narrows

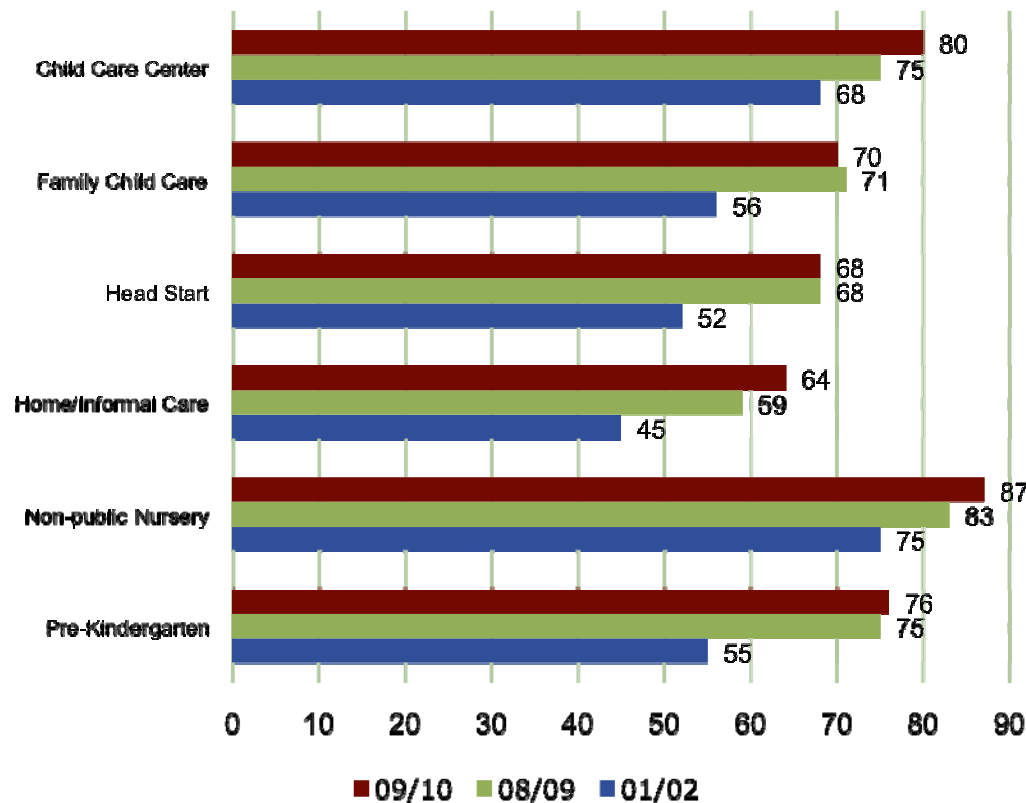
- 47% of kindergartners receiving Special Education Services are fully ready for school, up from 24% in 2001-2002.
- The 23-point, nine-year increase reduced the disparity between children receiving Special Education Services and children not receiving services from 37-points in 2001-2002 to 31-points in 2009-2010.

Gains by All Prior Care Settings

Maryland Model for School Readiness, 2009-2010



Montgomery County
School Readiness by Prior Care



Big Improvements

- The greatest progress occurred among children enrolled in PreK the year prior to kindergarten: 76% are fully ready, a 21-point gain from 2001-2002.
- Children enrolled in Head Start Centers (68% fully ready) and family child care (70%) also made notable improvements, experiencing 16- and 14-point gains in readiness from 2001-2002, respectively.

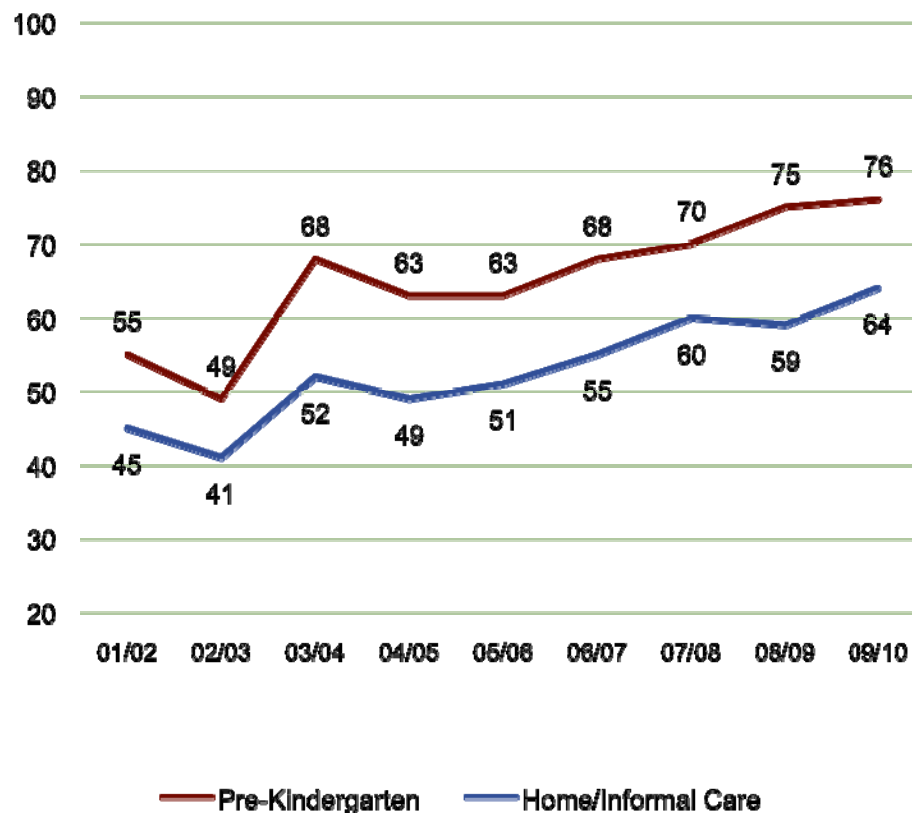
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Quality Interventions Matter

Maryland Model for School Readiness, 2009-2010



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School Readiness by PreK & Home Environments



PreK Promotes School Readiness

- 76% of kindergartners who had been enrolled in PreK programs are fully ready for school, compared with 64% of those who were at home or in informal care the year prior to kindergarten.
- Considering that PreK serves a high percentage of children from low-income households, this data is significant in the context of addressing the achievement gap.

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Early Childhood is the Foundation

Maryland Model for School Readiness, 2009-2010



The Early Years Matter

- Full readiness is essential to successfully engaging in kindergarten, and suggests long-term academic gains.
- As the state's MSSR results improve, the Maryland School Assessment (MSA) scores in third-grade reading and math rise correspondingly.

School Readiness Doesn't Cost; it Pays

- 10% of America's Gross National Product stems directly from children's educational growth from birth to age 18.
- Investing in early childhood intervention with disadvantaged children improves the workforce, increases productivity of schools, reduces crime, and generates a fiscal return of 15% to 17% on the original early childhood education investment.

Sources:

Robert H. Duggar, Managing Director of Tudor Investment Corporation and Advisory Board
Chair, Partnership for America's Economic Success

James J. Heckman, University of Chicago, "Investing in Disadvantaged Young Children Is an Economically Efficient Policy"

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